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ABSTRACT

The purpose of these two self-appraisal checklists--one for the elementary grades and one for the secondary grades--is to assist Ohio school personnel in their endeavors to improve their school music programs. Educators in other states can easily use the checklists. Each checklist is organized into seven major categories which represent essential aspects of a music program: philosophy, organization and administration, class management and instruction, staff, curriculum, facilities and equipment, and evaluation. Each item in the checklists--120 items in the elementary checklist, 124 items for the secondary one--represents a criterion against which a music program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of a school music program. A rating scale is provided for each statement.

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A SELF-APPRAISAL CHECKLIST FOR MUSIC EDUCATION IN OHIO'S ELEMENTARY SCHOOLS (and) SECONDARY SCHOOLS.

Division of Elementary and Secondary Education
Ohio Department of Education
65 South Front Street
Columbus, Ohio 43215

SO 013 428

1981

A SELF-APPRAISAL CHECKLIST FOR MUSIC EDUCATION IN OHIO'S ELEMENTARY SCHOOLS.

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Introduction

The purpose of this self-appraisal checklist is to assist Ohio school personnel in their endeavors to improve the elementary school music program. The checklist was prepared by the Ohio Department of Education, Division of Elementary and Secondary Education, with valuable assistance from representatives of the Ohio Music Education Association.

The checklist is organized into seven major categories which represent essential aspects of an elementary music program. While the organization of the program, extent of facilties and activities available, staffing patterns. and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful in surveying and assessing any elementary music program and, in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The *Self-Appraisal Checklist for Music in Ohio's Elementary Schools* contains 120 items. Each item represents a criterion against which a music program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of the school music program. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator believes that the statement describes the school's program.

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates that the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement; and 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program, based upon a 4 rating for each statement. The *self-appraisal score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to efforts to improve the quality of the elementary music program.

1. Philosophy

Possible score: 88 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. A clear, written statement of the philosophy and principles of the music program is available to all staff members.	4 3 2 1 0
2. The music program is regarded as an integral part of the school's total education program.	4 3 2 1 0
3. The objectives of the music program include well-defined outcomes for each learning experience. These objectives include specific outcomes in the areas of:	
a. Knowledge and understanding (cognitive).	4 3 2 1 0
b. Motor and performance skills (psychomotor).	4 3 2 1 0
c. Appreciation, aesthetic awareness, and feelings (affective).	4 3 2 1 0
4. The planned learning experiences in the music program are based on the principles of child growth and development and the conceptual structure of music.	4 3 2 1 0
5. The characteristics (abilities, interests and needs) of elementary school pupils are considered when determining the scope and sequence of the program.	4 3 2 1 0

6. The program provides learning experiences which help each child:

(Cognitive)					
a. To understand how to make music alone and with others.	4	3	2	1	0
b. To understand how to read and use music symbols.	4	3	2	1	0
c. To understand the varieties of music including styles and genres.	4	3	2	1	0
d. To understand the role that music has played and is playing in history.	4	3	2	1	0
e. To understand how to respond to and interpret music.	4	3	2	1	0
f. To understand how to make aesthetic judgments based on critical listening and analysis.	4	3	2	1	0
g. To understand how music relates to other arts and how it can integrate with other subjects.	4	3	2	1	0
(Psychomotor)					
a. To be able to perform vocally or instrumentally alone and with others.	4	3	2	1	0
b. To be able to demonstrate understanding of musical form and style through creative movement.	4	3	2	1	0
c. To be able to move to a variety of rhythms.	4	3	2	1	0
(Affective)					
a. to appreciate the pleasure of producing and listening to music.	4	3	2	1	0
b. To develop desirable attitudes toward music.	4	3	2	1	0
c. To appreciate the role of music in promoting, maintaining, and improving emotional health.	4	3	2	1	0
d. To appreciate skilled performance.	4	3	2	1	0
e. To appreciate the strategy and technique of music performance.	4	3	2	1	0

2. Organization and Administration

Possible score: 76 points Circle appropriate response:

Self-appraisal score: ___ points

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. All students are enrolled in music classes and participate regularly in the instructional program.	4	3	2	1	0
2. Experiences which are a part of the regular music program are modified for children who are handicapped.	4	3	2	1	0
3. Pupils are scheduled for music in a manner which is appropriate to their development taking into account their needs, interests, and abilities.	4	3	2	1	0
4. Instructional activities are planned in a developmental progression according to an adopted graded course of study.	4	3	2	1	0
5. A written course of study is available to help insure that a broad scope of instructional activities is presented in a progressive and sequential order.	4	3	2	1	0
6. Lesson plans for daily instruction are readily available.	4	3	2	1	0
7. The specific objectives of daily activities are clearly stated.	4	3	2	1	0

8. Effective techniques have been developed to evaluate student progress. 4 3 2 1 0

9. A system of evaluation is used to report pupil progress. 4 3 2 1 0

10. The evaluation is consistent with objectives of the program. 4 3 2 1 0

11. Music instruction is planned within the framework of district, course, and grade level objectives. 4 3 2 1 0

12. The music program makes effective use of diagnostic and achievement testing. 4 3 2 1 0

13. The music program relies upon effective instructional techniques as evidenced by:

a. A variety of strategies appropriate to instructional objectives. 4 3 2 1 0
b. The adjustment of instruction and materials to student needs, abilities, and learning styles. 4 3 2 1 0
c. A balance between teacher- and student-centered activities. 4 3 2 1 0
d. The provision of opportunities for creativity. 4 3 2 1 0
e. The encouragement of inquiry, problem solving, and independent and critical thinking. 4 3 2 1 0
f. The relationships of instruction to out-of-school music activities. 4 3 2 1 0
g. The availability of student and teacher resources. 4 3 2 1 0

3. Class Management and Instruction

Possible score: 64 *points* *Circle appropriate response:*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Class sizes for general music are kept to a minimum with no more than 30 students assigned to one teacher. 4 3 2 1 0

2. Class sizes of performing groups with more than 80 students have a qualified assistant. 4 3 2 1 0

3. The daily class period arrangement includes the following:

a. Instructional program in general music of 20 minutes minimum (K-3). 4 3 2 1 0
b. Instructional program in general music of 30 minutes minimum (4-8). 4 3 2 1 0

4. The class period arrangement for elective performance classes includes the following:

a. Instructional program in instrumental music at least twice a week totaling 60 minutes. 4 3 2 1 0
b. Instructional program in choral music at least twice a week totaling 60 minutes. 4 3 2 1 0

5. Students help plan activities. 4 3 2 1 0

6. Appropriate teaching aids (films, slides, recordings, instruments) are used when applicable. 4 3 2 1 0

...

..7. Music teachers share responsibility so that students:

a. Develop concepts of music (pitch, duration, timbre, loudness, texture, form, and style). 4 3 2 1 0
b. Acquire skills in producing and creating music. 4 3 2 1 0
c. Acquire an understanding of music in history. 4 3 2 1 0
d. Acquire an understanding of music as a related and integrated art. 4 3 2 1 0

8. The music program makes efficient use of resources including:

a. Community residents and resources. 4 3 2 1 0
b. Field trips related to instruction. 4 3 2 1 0

9. Instruction is adapted to new and changing conditions. 4 3 2 1 0

10. Pupil leadership is developed and used by providing opportunities for planning, conducting, and composing. 4 3 2 1 0

4. Staff

Circle appropriate response:

Possible score: 60 *points*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. The teacher in charge of music education accepts responsibility for the following:

a. Planning and organizing class work. 4 3 2 1 0
b. Establishing and maintaining positive pupil-teacher relationships. 4 3 2 1 0

c. Developing and implementing the music curriculum. 4 3 2 1 0
d. Using a variety of teaching methods. 4 3 2 1 0
e. Maintaining positive relationships with other teachers, administrators, and parents. 4 3 2 1 0
f. Being a resource person for the classroom teacher. 4 3 2 1 0
g. Participating in school and community events. 4 3 2 1 0
h. Correlating music with other subjects. 4 3 2 1 0

2. Properly certificated teachers are employed for music instruction. 4 3 2 1 0

3. General music teachers are selected on the basis of commitment to the general music program. 4 3 2 1 0

4. There is a periodic formal evaluation of teachers. 4 3 2 1 0

5. The music teacher follows a plan for personal and professional growth through participation in graduate work, workshops, and conferences. 4 3 2 1 0

6. The school or school system has a definite, well-organized inservice education program for improving the quality of music instruction. 4 3 2 1 0

7. Teachers show concern for the worth and dignity of all pupils. 4 3 2 1 0

8. The school provides job descriptions for music personnel. 4 3 2 1 0

5. Curriculum

Circle appropriate response:

Possible score: 68 *points*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. There is a graded course of study prescribed by the district board of education and approved by the State Board of Education.	4 3 2 1 0
2. The course of study includes:	
a. General music.	4 3 2 1 0
b. Instrumental music.	4 3 2 1 0
c. Choral music.	4 3 2 1 0
3. The music curriculum is reviewed annually and revised as necessary.	4 3 2 1 0
4. The development and evaluation of curriculum is shared by:	
a. Students.	4 3 2 1 0
b. Administrators.	4 3 2 1 0
c. Faculty.	4 3 2 1 0
d. Parents.	4 3 2 1 0
5. The course of study is formally revised at least every five years.	4 3 2 1 0
6. Music instruction is planned to include contributions of:	
a. Various ethnic cultures.	4 3 2 1 0
b. Women.	4 3 2 1 0
c. Minorities.	4 3 2 1 0

7. The opportunity to pursue in-depth study is available to all students in the following ways:	
a. Group and individual instruction.	4 3 2 1 0
b. Instrumental ensembles.	4 3 2 1 0
c. Choral ensembles.	4 3 2 1 0
d. Independent study using library resources including text and recordings.	4 3 2 1 0

6. Facilities and Equipment

Circle appropriate response:

Possible score: 60 *points*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Music classrooms are located in specially designed areas with appropriate acoustical properties.	4 3 2 1 0
2. Music classrooms have adequate and secured storage for books, materials, supplies, and equipment.	4 3 2 1 0
3. Music classrooms provide adequate space for movement, large and small performing groups, and individual rehearsal space.	4 3 2 1 0
4. The learning environment, including lighting, is conducive to effective instruction.	4 3 2 1 0
5. All music teachers have copies of the graded course of study and curriculum guides available to them.	4 3 2 1 0

6. The music program uses sufficient and current basic texts and supplemental materials to appeal to different ability and interest levels. 4 3 2 1 0

7. The following instructional materials and equipment are readily available for use by teachers of music:

a. A library of books, recordings, scores, films, filmstrips, and programmed and self-instructional materials. 4 3 2 1 0
b. Good quality recording and sound reproduction equipment. 4 3 2 1 0
c. Good quality pianos. 4 3 2 1 0
d. Pianos tuned at least twice annually. 4 3 2 1 0
e. Portable choral and band risers. 4 3 2 1 0
f. Adequate, comprehensive supply of rhythm, strumming and melodic instruments. 4 3 2 1 0
g. Adequate and comprehensive supply of school-owned instruments. 4 3 2 1 0
h. Budget for repair and maintenance of instruments and equipment. 4 3 2 1 0

8. Office space is provided for each music teacher. 4 3 2 1 0

7. Evaluation

Possible score: 64 *points*

Self-appraisal score: ___ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. There is a system reporting pupil progress and special needs to:

a. Pupils. 4 3 2 1 0
b. Parents. 4 3 2 1 0
c. Staff. 4 3 2 1 0

2. A variety of standardized and teacher-made tests are used to evaluate students:

a. Formally. 4 3 2 1 0
b. Informally. 4 3 2 1 0

3. Efforts are made to explain the system of evaluation and upgrading to students and parents. 4 3 2 1 0

4. Parent and student conferences are initiated by music teachers when necessary. 4 3 2 1 0

5. Parents and interested community members are encouraged to visit classrooms. 4 3 2 1 0

6. The result of appraisal measures are used to evaluate:

a. Pupil needs. 4 3 2 1 0
b. Pupil progress. 4 3 2 1 0

7. Evaluation of student progress is based on the following:

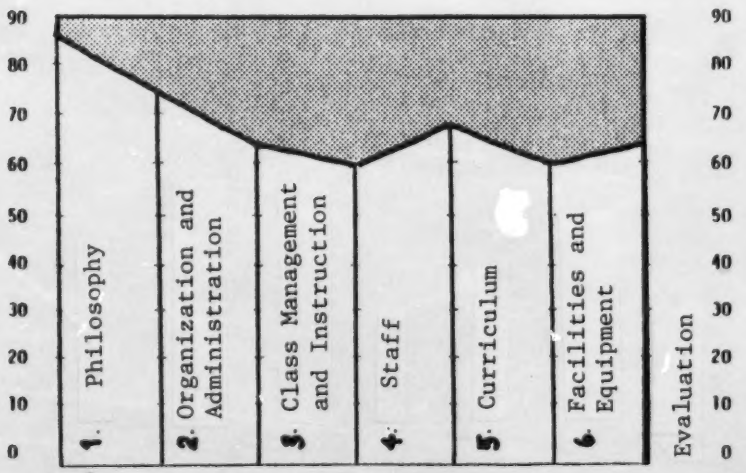
a. Observation. 4 3 2 1 0
b. Testing.
1) cognitive skills -- written and verbal. 4 3 2 1 0
2) motor skills--performance. 4 3 2 1 0
3) affective skills--expressive, interpretive. 4 3 2 1 0
4) attitudes and appreciations. 4 3 2 1 0
c. Total performance ability. 4 3 2 1 0

SUMMARY OF SCORES

	Possible Score	*Self-Appraisal Score*
1. Philosophy	88	_____
2. Organization and Administration	76	_____
3. Class Management and Instruction	64	_____
4. Staff	60	_____
5. Curriculum	68	_____
6. Facilities and Equipment	60	_____
7. Evaluation	64	_____
Totals	480	_____

SCORE COMPARISON CHART

The dots and connected lines on the graph below indicate the highest possible summary of scores. Chart your self-appraisal scores to determine strong and weak areas of your elementary music program.



SUMMARY OF NEEDED IMPROVEMENTS

1. Philosophy

2. Organization and Administration

3. Class Management and Instruction

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

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The Ohio Department of Education wishes to acknowledge the contributions made to the development of this checklist by the following individuals. Many of their suggestions provided important guidance for the preparation of this publication.

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State Supervisor of Music
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A SELF-APPRAISAL CHECKLIST FOR MUSIC EDUCATION IN OHIO'S SECONDARY SCHOOLS.

Introduction

The purpose of this self-appraisal checklist is to assist Ohio school personnel in their endeavors to improve the secondary school music program. The checklist was prepared by the Ohio Department of Education, Division of Elementary and Secondary Education, with valuable assistance from representatives of the Ohio Music Education Association.

The checklist is organized into seven major categories which represent essential aspects of a secondary music program. While the organization of the program, extent of the facilities and activities available, staffing patterns, and other components of the program may vary widely among schools, the categories are represented to some degree in each school's program. The checklist, therefore, can be useful in surveying and assessing any secondary music program, and in turn, comparing it to a quality program exemplified by the checklist items.

How To Use This Checklist

The *Self-Appraisal Checklist for Music in Ohio's Secondary Schools* contains 124 items. Each item represents a criterion against which a music program can be judged. Evaluative criteria are presented in the form of statements which describe attributes of the school music program. Each statement sets forth a condition which is deemed highly desirable for a quality program. The evaluator should read carefully each statement and determine as objectively as possible the extent to which the statement describes the school's program. This appraisal should be recorded by indicating the extent to which the evaluator believes that the statement describes the school's program.

A 4 rating for an item suggests that the stated attribute of the school's program is very satisfactory; a 3 rating indicates that the attribute is satisfactory. A 2 rating may identify an aspect of the program which is borderline between satisfactory and unsatisfactory. A 1 rating suggests a need for program improvement; and 0 indicates that the stated attribute is missing from the program.

A *possible score* is given for each category and for the total program based on a 4 rating for each statement. The *self-appraisal score* is the total of the ratings given by the evaluator and should be compared to the *possible score* to determine the status of each category and of the total program. The "Summary of Scores" and "Score Comparison Chart" should be used to make these comparisons.

When the checklist has been completed, needed program improvements should be identified on the basis of discrepancies between self-appraisal scores and possible scores. These needed improvements should be listed by categories. The list may then give direction to efforts to improve the quality of the secondary music program.

1. Philosophy

Possible score: 100 *points*

Self-appraisal score: ____ *points*

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. A clear, written statement of the philosophy and principles of the music education program is available to all staff members.	4 3 2 1 0
2. The objectives of the music program include well-defined outcomes for each learning experience. These objectives include specific outcomes in the areas of:	
a. Knowledge and understanding (cognitive).	4 3 2 1 0
b. Motor and performance skills (psychomotor).	4 3 2 1 0
c. Appreciation, aesthetic awareness, and feelings (affective).	4 3 2 1 0
3. School personnel and students understand:	
a. The values of music instruction.	4 3 2 1 0
b. The philosophical basis for including music education in the school program.	4 3 2 1 0
c. The contribution music education makes to the total education of the individual.	4 3 2 1 0
4. The characteristics (abilities, interests, and needs) of secondary school pupils are considered when determining the scope and sequence of the program.	4 3 2 1 0

5. The program provides learning experiences which help each pupil:

(Cognitive)

a. To understand how to make music alone and with others, by performing the standard literature.	4	3	2	1	0
b. To understand how to read and use music symbols.	4	3	2	1	0
c. To understand the varieties of music including styles and genres.	4	3	2	1	0
d. To understand the role that music has played and is playing in history.	4	3	2	1	0
e. To understand how to respond to and interpret music.	4	3	2	1	0
f. To understand how to make aesthetic judgments based on critical listening and analysis.	4	3	2	1	0
g. To understand how music relates to other arts and how it can integrate with other subjects.	4	3	2	1	0
h. To support and to encourage others to support the music and aesthetic life of the community.	4	3	2	1	0
i. To be able to continue one's musical learning independently.	4	3	2	1	0

(Psychomotor)

a. To be able to perform vocally or instrumentally alone and with others.	4	3	2	1	0
b. To be able to demonstrate understanding of rhythms, musical form, and style through creative movement, improvised, and choreographed.	4	3	2	1	0
c. To be able to produce a visual representation of music, including diagrams and abstract drawings.	4	3	2	1	0

(Affective)

a. To appreciate the pleasure of producing and listening to music.	4	3	2	1	0
b. To develop desirable attitudes towards music.	4	3	2	1	0
c. To appreciate the role of music in promoting, maintaining, and improving emotional health.	4	3	2	1	0
d. To appreciate the strategy and technique of music performance.	4	3	2	1	0
e. To appreciate the role of music in affecting behavior.	4	3	2	1	0

2. Organization and Administration

Possible score: 84 *points* *Circle appropriate response:*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Students who are enrolled in music classes participate at least twice a week in an instructional program.	4	3	2	1	0
2. Appropriate experiences are provided for students who are handicapped including participation in choral and instrumental performing groups.	4	3	2	1	0
3. Pupils are scheduled for music in a manner which is not detrimental to their development taking into account their needs, interests, and abilities.	4	3	2	1	0

4. Musical activities are available for all grade levels. 4 3 2 1 0

5. A written course of study is available. 4 3 2 1 0

6. Instructional activities are planned in a developmental progression according to an adopted graded course of study and curriculum guide. 4 3 2 1 0

7. The graded course of study is reviewed each year and revised as necessary. 4 3 2 1 0

8. Lesson plans for daily instruction are readily available. 4 3 2 1 0

9. The specific objectives of daily activities are clearly stated. 4 3 2 1 0

10. Effective techniques have been developed to evaluate student progress. 4 3 2 1 0

11. A system of evaluation is used to report pupil progress. 4 3 2 1 0

12. The evaluation is consistent with objectives of the program. 4 3 2 1 0

13. Music instruction is planned within the framework of district, course, and grade-level objectives. 4 3 2 1 0

14. The music program makes effective use of diagnostic and achievement testing. 4 3 2 1 0

15. The music program relies upon effective instructional techniques as evidenced by:

a. A variety of instructional techniques appropriate to instructional objectives. 4 3 2 1 0

b. The adjustment of instruction and materials to students' needs, abilities, and learning styles. 4 3 2 1 0

c. A balance between teacher- and student-centered activities. 4 3 2 1 0

d. The provision of opportunities for creativity. 4 3 2 1 0

e. The encouragement of inquiry, problem solving, and independent and critical thinking. 4 3 2 1 0

f. The relationships of instruction to out-of-school music activities. 4 3 2 1 0

g. The availability of student and teacher resources. 4 3 2 1 0

3. Class Management and Instruction

Possible score: 64 *points Circle appropriate response:*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Class sizes for general music and such classes as theory, history, humanities, and appreciation, are no larger than 30 students assigned to one teacher. 4 3 2 1 0

2. Classes for performing groups with more than 80 students have a qualified assistant. 4 3 2 1 0

3. The class period arrangement includes the following:

   a. Instructional program in general music or such classes as theory, history, humanities, or appreciation is provided twice a week for grades 7 and 8. 4 3 2 1 0

   b. Elective courses, such as theory, history, humanities or appreciation, are scheduled comparably with other academic electives for grades 9-12. 4 3 2 1 0

   c. Instructional program in choral and instrumental performance classes is provided at least twice a week in grades 7 and 8 and at least three times a week in grades 9-12. 4 3 2 1 0

   d. Instructional program in such courses as class piano, class guitar, electronic or experimental music is provided at least twice a week for grades 7 and 8. 4 3 2 1 0

4. Students share in planning activities. 4 3 2 1 0

5. Appropriate teaching aids (films, slides, recordings, instruments) are used when applicable. 4 3 2 1 0

6. Music teachers assume responsibility so that students:

   a. Develop concepts of music (pitch, duration, timbre, loudness, texture, form, and style). 4 3 2 1 0

   b. Acquire skills in producing and creating music. 4 3 2 1 0

   c. Acquire an understanding of music in history. 4 3 2 1 0

   d. Acquire an understanding of music as a related and integrated art. 4 3 2 1 0

7. The music program makes efficient use of resources including:

   a. Community residents and resources. 4 3 2 1 0

   b. Field trips related to instruction. 4 3 2 1 0

8. Instruction is adapted to new and changing conditions. 4 3 2 1 0

9. Pupil leadership is developed by providing opportunities for planning, conducting, and composing. 4 3 2 1 0

4. Staff

Circle appropriate response:

Possible score: 56 *points*

Self-appraisal score: ____ *points*

4 *Strongly disagree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. The teacher in charge of music education accepts responsibility for the following:

   a. Planning and organizing class work. 4 3 2 1 0

   b. Establishing and maintaining positive pupil-teacher relationships. 4 3 2 1 0

c. Developing and implementing the music curriculum. 4 3 2 1 0
d. Using a variety of teaching methods. 4 3 2 1 0
e. Maintaining positive relationships with other teachers, administrators, and parents. 4 3 2 1 0
f. Being a resource person for the classroom teacher. 4 3 2 1 0
g. Participating in school and community events. 4 3 2 1 0
h. Correlating music with other subjects. 4 3 2 1 0

2. Properly certificated teachers are employed for music instruction. 4 3 2 1 0

3. There is a periodic formal evaluation of teachers. 4 3 2 1 0

4. The teacher follows a plan for personal and professional growth through participation in graduate work, workshops, and conferences. 4 3 2 1 0

5. The school or school system has a definite, well-organized inservice education program for improving the quality of music instruction. 4 3 2 1 0

6. Teachers show concern for the worth and dignity for all pupils. 4 3 2 1 0

7. The school provides job descriptions for music personnel. 4 3 2 1 0

5. Curriculum

Possible score: 72 points

Self-appraisal score: ___ points

Circle appropriate response:

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. There is a graded course of study prescribed by the district board of education and approved by the State Board of Education. 4 3 2 1 0

2. The course of study includes:
   a. General music. 4 3 2 1 0
   b. Choral music. 4 3 2 1 0
   c. Instrumental music. 4 3 2 1 0

3. The development and evaluation of curriculum is shared by:
   a. Students. 4 3 2 1 0
   b. Administrators. 4 3 2 1 0
   c. Faculty. 4 3 2 1 0
   d. Parents. 4 3 2 1 0

4. The course of study is formally revised at least every five years. 4 3 2 1 0

5. Music instruction is planned to include contributions of:
   a. Various ethnic cultures. 4 3 2 1 0
   b. Women. 4 3 2 1 0
   c. Minorities. 4 3 2 1 0

6. Opportunities to pursue in-depth study of an activity are available to all students as follows:
   a. Group and individual instruction. 4 3 2 1 0
   b. Band, orchestra. 4 3 2 1 0
   c. Instrumental and vocal ensembles. 4 3 2 1 0

d. Chorus: boys', girls', and mixed. 4 3 2 1 0
e. Independent study using library resources, including texts and recordings. 4 3 2 1 0
f. Elective and supplemental programs. 4 3 2 1 0

6. Facilities and Equipment

Circle appropriate response:

Possible score: 56 *points*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. Music classrooms are located in specially designed areas with appropriate acoustical properties. 4 3 2 1 0

2. Music classrooms have adequate and secured storage for books, materials, instruments, supplies, and equipment. 4 3 2 1 0

3. Music classrooms provide adequate space for movement, large and small performing groups, and individual rehearsal space. 4 3 2 1 0

4. The learning environment, including lighting, temperature control, display space, and chalkboards, is conducive to effective instruction. 4 3 2 1 0

5. The music program uses sufficient and current basic texts and supplemental materials to appeal to different ability and interest levels. 4 3 2 1 0

6. The following instructional materials and equipment are readily available for use by music teachers:

a. A library of books, recordings, scores, films, filmstrips, and programmed and self-instructional materials. 4 3 2 1 0
b. Good quality recording and sound reproduction equipment. 4 3 2 1 0
c. Good quality pianos. 4 3 2 1 0
d. Pianos tuned at least twice annually. 4 3 2 1 0
e. Portable choral and band risers. 4 3 2 1 0
f. Adequate, comprehensive supply of rhythm and strumming instruments. 4 3 2 1 0
g. Adequate and comprehensive supply of school-owned instruments. 4 3 2 1 0
h. Budget for repair and maintenance of instruments and equipment. 4 3 2 1 0

7. Office space is provided for each music teacher. 4 3 2 1 0

7. Evaluation

Circle appropriate response:

Possible score: 64 *points*

Self-appraisal score: ___ *points*

4 *Strongly agree*
3 *Agree*
2 *Undecided*
1 *Disagree*
0 *Strongly disagree*

1. There is a system reporting pupil progress and special needs to:

a. Pupils. 4 3 2 1 0
b. Parents. 4 3 2 1 0
c. Staff. 4 3 2 1 0

2. A variety of standardized and teacher-made tests are used to evaluate students:

a. Formally.	4	3	2	1	0
b. Informally.	4	3	2	1	0

3. Efforts are made to explain the system of evaluation and grading to students and parents at the beginning of each term of study. 4 3 2 1 0

4. Parent and student conferences are initiated by music teachers when necessary. 4 3 2 1 0

5. Parents and interested community members are encouraged to visit classrooms. 4 3 2 1 0

6. The results of appraisal measures are used to evaluate:

a. Pupil needs.	4	3	2	1	0
b. Pupil progress.	4	3	2	1	0

7. Evaluation of student progress is based on the following:

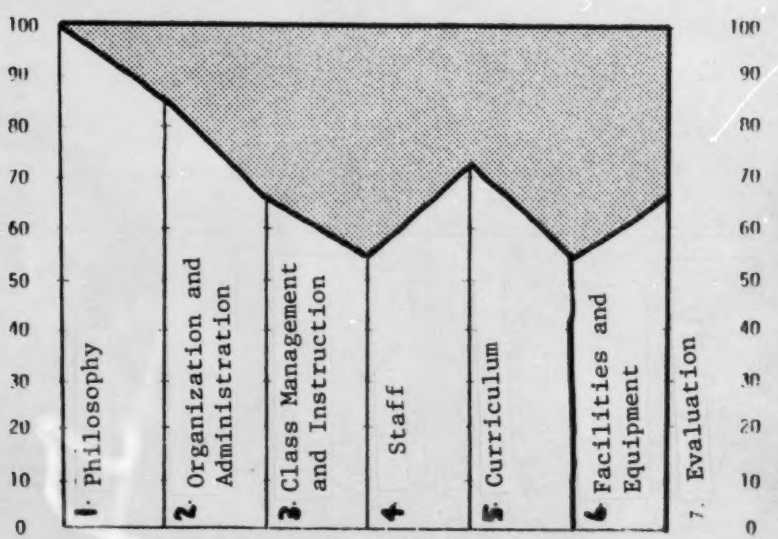
a. Observation.	4	3	2	1	0
b. Testing.					
1) cognitive skills--written and verbal.	4	3	2	1	0
2) motor skills--performance.	4	3	2	1	0
3) affective skills--expressive, interpretive.	4	3	2	1	0
4) attitudes and appreciations.	4	3	2	1	0
c. Total performance ability.	4	3	2	1	0

SUMMARY OF SCORES

	Possible Score	*Self-Appraisal Score*
1. Philosophy	100	
2. Organization and Administration	84	
3. Class Management and Instruction	64	
4. Staff	56	
5. Curriculum	72	
6. Facilities and Equipment	56	
7. Evaluation	64	
Totals	496	

SCORE COMPARISON CHART

The dots and connected lines on the graph below indicate the highest possible summary of scores. Chart your self appraisal scores to determine strong and weak areas of your secondary program.



Summary of Needed Improvements

1. Philosophy

2. Organization and Administration

3. Class Management and Instruction

4. Staff

5. Curriculum

6. Facilities and Equipment

7. Evaluation

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